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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 2**

**Name / Theme or Unit: Irony, Theme, Verb Forms**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the various ways authors make statements about life through themes in their stories. The students will read and analyze 2 stories, “The Sniper,” and “The Gift of the Magi,” comparing and contrasting the two in their similar use of irony, surprise and their very different themes. Students will perform the analysis both in informal class discussion, and in a short in-class composition. Students will also review and practice proper verb agreement and use of tense in their writing. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.10 Compare and contrast the presentation of a similar theme or topic across genres, and be able to discern the characteristics that unite ideas or are independent.  9.11 Understand how authors reveal characters directly and indirectly through dialogue, actions, thoughts, etc. and analyze the interactions between characters (eg. internal and external conflicts, motivations, relationships, influences)  9.12 Understand the idea of a universal theme and its common elements  9.14 Demonstrate an understanding of how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text, and be able to identify those elements in various literary texts.  9.28 Demonstrate a comprehensive grasp of the significant ideas of literary works.  9.36 Review and practice subject-verb agreement, pronoun agreement, second language learner problems, time and order prepositions, correct comma usage  9.37 Understand sentence construction and consistency of verb tenses.  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment  9.43 Compare and contrast the ways in which literature presents the same story or issue (e.g. fairy tales, myths) | |
| **Essential questions:**   1. What is a universal theme? 2. How do we interpret the theme of a story? 3. What are the different types of irony? 4. How do author’s use irony to surprise and entertain readers and comment on life? 5. How do we use verbs correctly in sentences? | **Expected language:**  Theme, message, social commentary, making predictions, surprise ending; situational, verbal and dramatic irony, verb agreement, verb tense, present, simple past, past participle, regular and irregular verbs |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Irony and Theme**  Textbook Questions  Informal class discussion  Vocabulary Practice (attached)  “Sniper” / “Thoughts of Hanoi” Theme Comparison Chart (attached)  “Gift of the Magi” Irony Chart (attached)  Test on “The Sniper” and “The Gift of the Magi” (attached)  **Verb Forms**  Verb Conventions Worksheets (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Verb Forms**  Students will watch a short Schoolhouse Rock Grammar Video (attached) on verbs, reviewing their role in sentence structure. Students will then receive an irregular verb list handout (attached) and use it to do the worksheets as a class on the board every other day as a warm up. The teacher will give brief explanations for each sheet and the skill being practiced.  **Theme and Irony**  Students will begin the unit by reading the article “A Country Divided” about the civil war in Ireland in the early 20th century. The class will have a discussion about this history and make connections with the civil wars in Colombia and the effect of civic violence on families here.  Students will then view the introduction power point to “The Sniper,” (attached) and read the story as a class, pausing several times to write down predictions. After the story is complete and the surprise ending revealed, students will break into groups to discuss their predictions. Each group will discuss and present to the class their personal feelings about the what effect the surprise ending had on them, and what they think the theme of the story is. Students will then complete some textbook questions to assess their understanding.  Next, students will read the accompanying poem “Thoughts of Hanoi” in their Interactive Readers and complete the Theme comparison chart (attached). The teacher will then talk and deliver some notes on the concept of Universal Themes, or themes are found in all of literature, spanning different authors, parts of the world, and historical periods.  Next, students will take notes from the board on the three different types of irony, and identify the kind of irony found at the end of “The Sniper.” Students will view and discuss a powerpoint on “The Gift of the Magi” (attached) and read the story, again pausing to make predictions. Students will pause at moments when dramatic and situational irony appears in the story for discussion. Afterwards, students will complete the Irony chart (attached).  Students will write a test on their comprehension of both stories and write a paragraph in class comparing and contrasting the two stories in their themes, and use of surprising, ironic endings for differing effects. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| **Holt Language and Literature Text**: A Country Divided, The Sniper, Thoughts of Hanoi (IR), The Gift of the Magi,  Holt Grammar / Conventions Skills Worksheets in pdf  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: